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ABSTRACT

This paper examines the effects of Upward Bound Programs upon underachieving minority group members and assesses the various sub-components of Upward Bound Programs. A description of national evaluations as they relate to the programs is presented and a framework is provided that is essential for understanding the history of Upward Bound from the pilot programs initiated in 1965, through the more contemporary programs. Additional research provides more specific analyses of institutional programs, with focus upon the assessment of academic and social development among participants. Effects of counseling and useful counseling methods for ethnic minorities are discussed. The concluding section treats several questions raised throughout the paper and includes an evaluation of the most effective counseling and teaching approaches and the most successful program designs. An overview of basic skill assessment of high school students is also presented. (Author/RLV)

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UPWARD BOUND: A REVIEW OF NATIONAL EVALUATIONS AND COUNSELING IMPLICATIONS: 1966-1978

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Introduction

Over the last several decades a collection of academic, social, familial, economic, and political factors have alerted public attention to the condition of underachieving adolescents in our society. As society has become increasingly aware of the economic and social inequities which exist in America, the handicaps resulting from overt and covert underdevelopment of human potential and resources have been a source of embarrassment and concern for contemporary educators.

Although contemporary educators are not totally to blame for creating and sustaining the conditions that allow academic, social, and economic deprivation, it is clear that they are responsible for the products of the many school systems across the nation. This deprivation exists in spite of tremendous advances in educational software and hardware over the first three quarters of this century.

Who are these underachievers suffering from academic, social, familial, economic and political deprivation?

The label "underachiever" refers to several populations which are culturally different, but have commonality in such characteristics as low socio-economic status, a high percentage of unemployed, limited participation in political endeavors, low academic achievement, low self-esteem, and limited potential for upward mobility. However, there is the additional handicap of the ethnic and cultural

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caste status assigned to these populations by society. Predominantly Afro-American, Hispanic, and poorer Whites, this population has to bear cultural attitudes imposed upon them by the dominant White culture. Housing patterns further alienate these populations from society, as most of these families are concentrated in the eroding cores of our metropolitan areas or in rural pockets of poverty.

The majority of the schools located in the large urban areas are under the control of White, middle class people. Because they are culturally different and are from different socio-economic environments, underachievers are often labeled socially deviant, maladjusted, emotionally disturbed, academically retarded, or subnormal. The use of standardized tests, traditional teaching methods, and stagnant curricula has often promoted the labeling of culturally different students as underachievers.

How does the Upward Bound Program relate to these educational practices? This paper examines the effects of Upward Bound Programs upon underachieving minority group members, as well as assessing the various sub-components of Upward Bound Programs. A description of national evaluations as they relate to programs is presented and provides a framework that is essential toward understanding the history of Upward Bound from the pilot programs initiated in 1965, through the more contemporary programs. Additional research is provided that presents more specific analyses of institutional programs, with the focus upon the assessment of academic and social development among participants.

In terms of social development, the counselor in the Upward Bound summer phase has round-the-clock contact with the student, and therefore plays an extremely important role in the academic and social development of the counselees. A presentation of the effects of counseling, along with analyzing potentially useful counseling methods for ethnic minorities is included in this research. This information could assist in the selection of counselor training models, micro-counseling approaches, and other methods for cultural groups that might not subscribe to traditional models of behavior.

Finally, the concluding section offers a treatment of several questions raised throughout the paper. This includes an evaluation of the most effective counseling and teaching approaches and the most successful program designs. An overview of basic skill assessment of high school students is presented, and this particular topic could serve as a theme for future research and evaluation of educational practices.

National Evaluations

During the 1960's, U.S. educators wrestled with the school systems and the problems that surfaced regarding how to best deal with young people with the capacity to learn but who lacked adequate financial and scholastic preparation, and/or the desire to succeed in school. As one of the leading protagonists in the struggle, the Department of Health, Education and Welfare (DHEW), began to address these problems through special legislation passed by Congress in 1965.

Upward Bound programs evolved from this legislation which authorized DHEW to administer special programs through the ten regional offices.[1] The Upward Bound program opened the way for students with academic potential, but who were handicapped educationally, economically and culturally. The Upward Bound mandate was to provide the "push" necessary for the disadvantaged student to finish high school and continue with post-secondary studies. The goal of these special programs was to offer the same opportunities that youngsters in more advantaged circumstances enjoyed.

The legislation that spawned the Upward Bound programs specified that the program activities should and must be directed at the low-income population that needed the services. As a result, many Blacks, Hispanics, Native-Americans and poorer Whites were the youngsters who were recruited into the pilot programs that began in 1965.

Upward Bound programs began during the summer of 1965 when eighteen pilot programs were funded on college and university campuses, with approximately two thousand students from rural and urban poverty areas. The assumption for the initiation of Upward Bound programs was that bright youngsters from poor families who were underachievers in school could be given enrichment and support which would improve their levels of motivation and academic achievement. Upward Bound was one of many programs designed to use higher education as a means for youngsters to escape the grasp of poverty.

Before Upward Bound programs began there were a number of concerns that needed to be addressed. The first concern was whether or not the youngsters could be recruited and would they be interested

enough to spend several summers on a college or university campus. Another concern was whether the campuses would open their doors to the youngsters, and would they be willing to provide resources. Other long-range concerns were: would college and university admissions officers admit the youngsters recommended by Upward Bound programs, and would adequate financial aid be available. Finally, would the youngsters be able to survive the academic pressure of college, once removed from the protection of a support program. These five concerns will be addressed in the following section.

The first two concerns were alleviated during the first several years of Upward Bound programs. The success of the eighteen initial pilot programs in 1965, regarding the recruitment of students and the receptiveness of the campuses, encouraged the expansion of programs from 18 to 220, and the number of students from approximately 2000 to about 20,000. (Various estimates of the pool of eligible youngsters are in the area of 600,000 students, of which it is estimated that less than 8% normally go on to postsecondary education.) In addition, during the first several years of Upward Bound programs, high percentages of students were admitted to college, with financial aid packages. The last concern, retention of students, was also alleviated during the first several years of Upward Bound. The official report compiled by Billings (1968), for the Office of Economic Opportunity resulted in the following data:

1965 (pilot programs)	80% admitted to college
1966 (expanded programs)	78% admitted to college
1967	83.1% admitted to college

The drop-out rates were:

1965	12% during first year of college
	21% during second year of college
	67% retention rate
1966	13% during first year of college
	--- during second year of college
	--- just entered first year

The data suggested that Upward Bound students have about the same retention rate as all other students admitted to college. Thus, the five initial goals were successfully achieved during the first several years of Upward Bound programs.

The Institute for Services to Education (1968), summarized the features of successful 1965 pilot Upward Bound programs. The basic thrust of this report stresses that programs should have two essential goals: (1) prepare normally intelligent disadvantaged high school students for admission to, and success in college, (2) stimulate interest and motivation through the help of qualified staff and offer programs adapted to the students' individual learning needs. Guidelines and details of two hypothetical programs; one serving a rural population, the other an urban population, are presented in this document.

One of the most comprehensive analyses of Upward Bound programs functioning during 1966 was conducted by Hunt and Hardt (1969) and studied the effects of Upward Bound programs upon the attitudes, motivation, and academic achievement of Afro-American students.

According to the research findings, 51.4 percent of students enrolled in 215 Upward Bound programs were Afro-American, while approximately 8 percent were Spanish-American and 5 percent Native-American. The remaining 35 percent was almost entirely Anglo-American with a very small number of Asian-Americans. The stated purpose of this particular study was to compare the effect or change produced in Afro-American and Anglo-American students by the Upward Bound program. The researchers were not concerned with initial differences between the two groups, because they felt that the sample was not representative of low-income high school students of different racial groups. Also, the group of Spanish-Americans and Native-American students was not considered large enough to analyze. A battery of paper-and-pencil measures was assembled into a questionnaire that consisted of nine change measures designed to indicate the program impact upon student attitude and motivation. The measures were: (1) importance of college graduation, (2) possibility of college graduation, (3) self-evaluated intelligence, (4) motivation for college, (5) interpersonal flexibility, (6) self-esteem, (7) internal control, (8) future orientation, and (9) non-alienation. The results were based upon responses of 213 Afro-American students and 90 Anglo-Americans. The students involved in this study were from 21 target programs. Statistical analysis revealed the following trends across the nine measures for the two groups:

> Importance of College Graduation: This index decreased for both groups, but was high initially and could reflect a regression effect.

Possibility of College Graduation: This index increased for both groups, but was much higher during the summer phase.

Self-Evaluated Intelligence: This index did not increase for either group.

Motivation for College: This index revealed a highly significant increase for both groups. However, some part of this may be attributable to age, as there were higher scores for eleventh grade students compared to ninth graders.

Interpersonal Flexibility: Both groups showed a significant increase. Again, older students scored higher making age a possible factor.

Self-Esteem: This index increased consistently for both groups over a function of age. Self-esteem increases appeared to be a function of the Upward Bound program.

Internal Control: As with self-esteem, this index increased consistently for both groups, did not vary as a function of age, and was attributed to the program.

Future Orientation: This measure showed a highly significant increase for both groups, but older groups scored higher than younger groups.

Non-Alienation: This measure did not increase significantly for either group. The Afro-American group showed a tendency to decrease.

Academic achievement was also assessed in this study by Hunt and Hardt. Grade point average (GPA) data was collected from 189 high schools where Upward Bound students attended. As the GPA was recorded for each Upward Bound student, a matched mate was selected based upon identical or similar GPA, race, sex, income level, school and grade level. The Afro-American sample consisted of 283 students in both Upward Bound and control groups, while the Anglo-American sample consisted of 150 students. The results of statistical analyses indicated a decline in GPA for both of the Afro-American groups, while the Anglo-American Upward Bound and control groups indicated slight increases. The Anglo-American Upward Bound group increase was not significant. The researchers

concluded that the positive effect of the Upward Bound program upon student attitude and motivation was virtually identical for Afro-American and Anglo-American students. However, the program effect upon academic achievement of either group was not significant. Thus, this report concludes that the task of producing academic gain for students is indeed a formidable challenge requiring continued effort and creativity.

Because high school students from disadvantaged environments are increasing their awareness and interest in attending college, and colleges are developing programs designed to assist low-income students, the results of the Upward Bound programs heretofore reviewed have both theoretical and applied implications. Theoretically, these results may be interpreted as assessments of the construct validity of certain measures designed to discriminate between college-bound and non-college-bound groups, as presented by Hunt and Hardt and Victor (1968), for example, in their characterization study which spanned a period from June 1966 to March 1968. The characterization study utilized the same nine measures as the previous study that was completed by Hunt and Hardt, but used a larger sample population of Upward Bound students (N = 1800). Results from the characterization study indicated that the Upward Bound rate of enrollment in college was 68 percent as compared to an enrollment rate of 48 percent in a matched non-Upward Bound control sample. These results indicate that up to the point of college enrollment the 21 projects that were sampled appeared to be successful in achieving their goals. More specifically, results from the same research analyzed the relationship between Upward Bound students' score on an academic attitude or motivation measure and the likelihood of the student gaining college

admission. Significant differences were found between the mean scores of college and non-college bound groups on the following measures: (1) interpersonal flexibility, (2) self-evaluated intelligence, (3) importance of college graduation, and (4) possibility of college graduation. These differences were in favor of the college bound group. Therefore, the construct validity of the remaining five non-significant measures would require empirical verification from future research. These measures were: (1) self-esteem, (2) internal control, (3) future orientation, (4) alienation, and (5) motivation for college. A basic methodological caution is that the accuracy of all of the conclusions rests upon the validity of self-report data. Recommendations would include new methods of measuring and reporting, along with longitudinal research.

A critique of Upward Bound.

On October 19, 1967, Dr. Gloria Joseph, Director of Special Education at Cornell University, delivered a speech to a gathering of Upward Bound directors and college administrators that criticized Upward Bound programs and resulted in a lively exchange of ideas between Dr. Joseph and Dr. Thomas Billings, the National Director of Upward Bound programs. The critique presented here will highlight the major points of her speech, which was to be published at a later date (Joseph, 1968).

The first major criticism was that poverty programs do not really help the poor as described by Harrington (1962). That is, those students in ghetto slums, reservations, rural poverty pockets, and

Appalachia that are in the $2000 to $4000 annual income bracket are not being reached by Upward Bound. The point that was stressed was that these students are not found in school and therefore would not have an opportunity to be recommended by teachers, guidance counselors or caseworkers to an Upward Bound program. In addition, if these students are in school, they fall further and further behind and eventually most of them drop out of school because they have to find work to help the family.

The second major criticism was related to the fact that most Upward Bound programs are based on college or university campuses. The point made was that although there were some educational benefits in being on a college campus, the expenses involved and the limitations placed upon the number of students that could attend a summer session could not be justified.

Another criticism was directed at the academic curriculum, and the courses developed and offered during the summer. The criticism was that the courses should be directed towards the minority group students enrolled in the program. For the Black students, self-esteem and pride could be developed by teaching more about Afro-American history, racism awareness, and Black power. Also, similar approaches could be used for other minority groups to enable them to better understand their history and culture.

The fourth major criticism was that there should be more stress placed upon remedial work in the basic academic subjects such as English, math and science. That is, the "cultural frills" of most

Upward Bound programs are not needed and result in little payoff for the students.

Another criticism is that Upward Bound has not attacked the roots of the problem, which Dr. Joseph viewed as inferior education and discriminatory educational practices regarding the hard-core poverty youth in our nation. She felt that Upward Bound was like putting a band-aid on a cancerous growth. The accusation was also made that Upward Bound was trying to fulfill the tasks that the high schools should be doing, and have failed to do effectively.

Summarizing, the recommendation was made by Dr. Joseph that the efforts should be directed towards hard-core poverty youth with the focus upon keeping these students in school, rather than focusing upon preparing students for post-secondary education. She recommended that Upward Bound programs be scrapped and that the money could be spent better elsewhere, predicting that in future years Upward Bound would simply be remembered as another poverty program that failed.

A reply to the critique.

Dr. Thomas Billings, National Director of Upward Bound, replied to the criticism by Joseph (1968) of Upward Bound programs. Dr. Billings countered the remarks by indicating that the program was not an all-encompassing poverty program which would cure all the problems of low-income youth. This was based on the notion that students must have potential for college, but are not achieving to this potential and utilizing their full talents. The reply indicated that the academic summer phase is designed to tease these talents out of the Upward Bound students, and the follow-up phase designed to continue to

stimulate the students toward academic achievement. Dr. Billings also retorted that the mandate of Upward Bound programs was not to change the public schools, but rather to change the students with some spill-over effect of the program upon the schools (Doremus, 1968).

The National Director felt that the importance of Upward Bound programs being located on college or university campuses should not be minimized or overlooked. He cited several reasons for their location in addition to students gaining familiarity with a campus. These reasons included: (1) relieving the students from the often oppressive environments of home or community, (2) the opportunity for students to participate in many cultural, social and recreational activities on the campus, (3) the 24-hour contact with counselors and the atmosphere of group living. He felt that all of these reasons were very important for students in order for the full effects of Upward Bound to be realized.

The criticism by Dr. Joseph of the academic curriculum was countered by the National Director by pointing out that many curriculums contain courses pertaining to Afro-American history, ethnic studies, Native-American history, racism in our society, and many other courses dealing with contemporary topics.

The criticism of the "cultural frills" of Upward Bound programs was answered by the assertions that plays, concerts, art exhibits, and guest lecturers provide an integrated curriculum. In addition, remedial course work is provided where necessary, and nearly all programs offer courses in English, Mathematics, science, history, along with several other disciplines. Dr. Billings emphasized the

innovation and creativity that characterize these courses, thus making the student interested in learning.

Finally, Dr. Billings concluded that Upward Bound programs have had a powerful effect upon retaining students in high school and inspiring them on to post-secondary institutions of higher learning. He cited the fact that more than 800 institutions in all states and territories have accepted Upward Bound students, and that other disadvantaged students have been helped financially by Talent Search, a national program conducted by the United States Office of Education. In summary, the National Director referred to the statistics regarding Upward Bound program effectiveness in retaining students and the high percentage of students that go on to college, and the need to expand the program to serve some 600,000 poverty-area students.

Benefits and costs of Upward Bound.

The individual and collective benefits and costs of Upward Bound programs should be analyzed from the individual's perspective, as individual needs ultimately dictate collective needs. Society cannot generate programs unless there are net benefits for the participants, otherwise such efforts will eventually prove to be fruitless. These benefits for Upward Bound participants are:

1. Monthly stipends received by students while in Upward Bound.
2. Financial aid received by students after entering college.
3. Increased lifetime income after taxes.
4. The receipt of a high school diploma.

5. The receipt of a technical school, 2 year, or 4 year degree.

6. Intangible benefits such as self-esteem, personal growth and development, which cannot be assigned a monetary value.

The costs for Upward Bound students are:

1. Loss of welfare, and other kinds of public assistance as a result of becoming more employable.

2. Loss of temporary unemployment payments as a result of time spent gaining valuable skills.

3. Tuition costs not covered by financial aid.

4. Living expenses and other expenses not covered by financial aid.

5. Loss of earnings as a result of attending college.

6. Intangible costs such as dropping out of school, which cannot be assigned a monetary value.

Garms (1971) completed an analysis of the aforementioned benefits and costs of Upward Bound programs for 7,236 students who entered the program between June 1966 and August 1968. The control group for this study consisted of the older siblings of the same sex as the students, and the results indicated that the student does gain net economic benefits. These benefits ranged from $371 to $1,992 at a discount rate of 10 percent. The range at a discount rate of 5 percent was $3,608 to $5,920. However, the conclusions of this particular study suggest that certain social benefits are very dependent upon the particular college or university attended, and the resource available on the respective campuses.

The 1973 General Accounting Office (GAO) Report on Upward Bound Programs.

The GAO report which analyzed 15 of 478 programs was highly critical of Upward Bound programs along several dimensions. One of these was the lack of specified, measurable objectives and no diagnosis of the students' educational needs. The report also criticized the lack of appropriate curriculum design to address these needs. The last major criticism of Upward Bound was that the programs failed to limit participation to the target poverty group, and had recruited students who were not considered academic risks.

In light of the criticism that students came from families above the poverty level, one needs to examine the criteria in detail. Namely, the U.S. Labor Department Bureau of Labor Statistics in the Autumn 1973 report indicated that the lower level budget for a family of four was $6,580, while the national poverty level determined by the Census Bureau for a family of four was $4,550. The latter income represented the standard poverty level used by the federal government for Upward Bound programs. Therefore, the income criteria for the poor family of four is $2,030 less than the Bureau's level which is based upon consumer price index reports regarding housing, food, transportation and clothing. Further, there are many educators that support the idea that there is a direct relationship between lower socio-economic status (SES) and lower levels of motivation on the part of the student. Thus, the Upward Bound program is in a double-bind with low motivation highly correlated with low income. These factors are often overlooked in assessment studies that present empirical data alone.

Also, the 1973 GAO Upward Bound report indicated that:

1. 29.6 per cent of the participants dropped out of Upward Bound without completing the program.

2. 20.9 per cent completed Upward Bound but did not enroll in college.

3. 19.8 per cent completed Upward Bound, enrolled in college, then dropped out.

4. 28.3 per cent who completed Upward Bound are still enrolled in college.

5. 1.4 per cent completed Upward Bound and graduated from two or four-year colleges.

Dr. Leonard H. O. Spearman, Director of the Division of Student Support and Special Programs (DHEW) replied to these criticisms before the U.S. House of Representatives on July 13, 1974[2] with the following rebuttals:

1. 35 per cent of public school students drop out before graduation, as compared to 29.6 for Upward Bound.

2. 30 per cent of high school graduates enroll in a two or four-year college, as compared to 49.5 for Upward Bound.

3. GAO projected that on the basis of test scores and high school grades, 22 per cent of the students included in the study could have been successful in college without Upward Bound. Spearman then questions how the percentage could be 1.4 for Upward Bound college graduates? He suggests that many students are not identified while in college as Upward Bounders, and that some drop out and return, while still others may transfer from one institution to another and are lost as college graduates.

Summary of GAO Report.

Upward Bound is generally accepted as a compensatory educational program aimed at assisting the "disadvantaged" and oppressed segments of our society. Educators within Western culture have convinced the oppressed that education leads to economic and social success, including material goods. Indeed, material possessions are often placed above human potential, with the result being a tendency to consider lower-class values and mores as negative, and so-called middle-class values as positive. According to the "American dream," education leads to an excellent position with a good income which leads to material goods and better or middle-class values. These myths are perpetuated by society at large, and suggest that education will "open doors."

Indeed, education has an important value that should not be overlooked, but the development of individual human potential should be a cornerstone of any educational venture. Upward Bound is a means towards fulfilling this potential, but compensatory programs alone are not the definitive solution to the problems of the disadvantaged. Clearly, the "advantaged" within our society have much more at their disposal. The future of many "advantaged" who aspire to succeed in society is determined by ethnicity, personal ties, family relationships, religious and other values that one might possess. Therefore, evaluations of Upward Bound programs such as the one completed by the General Accounting Office in 1973, should consider the unquantifiable gains in human potential, and take into account the additional advantages of the "advantaged" members of society.

The U.S. Office of Education Study.

The selected sample for this study conducted by Burkheimer, French, Levinsohn, and Riccobono (1977) involved 3,710 students from 54 Upward Bound projects, and the results indicated that:

1. 64 per cent of the participants entered postsecondary institutions after graduating from high school, as opposed to 49 per cent of nonparticipants from similar backgrounds.

2. Students in Upward Bound for two or three years had a higher rate of college attendance than those who participated for one year.

3. Participants were more likely to go to college if they were in Upward Bound than if they were not.

4. Students in Upward Bound were more likely than their nonparticipating counterparts to end up dissatisfied with their high school preparation, lack of family aid, and lack of adequate financial aid. It was determined that the extensive counseling of Upward Bound students sensitized them to postsecondary survival problems.

5. Participants were not likely to drop out of college any more than their counterparts.

This particular evaluation made no attempt to determine and evaluate the cost of Upward Bound for individual students who continued their education. A comparison between Upward Bound participants and non-participants from the same grade levels, ethnicity, low-income status, same schools, and academic risk levels, resulted in the following findings:

Upward Bound Participants

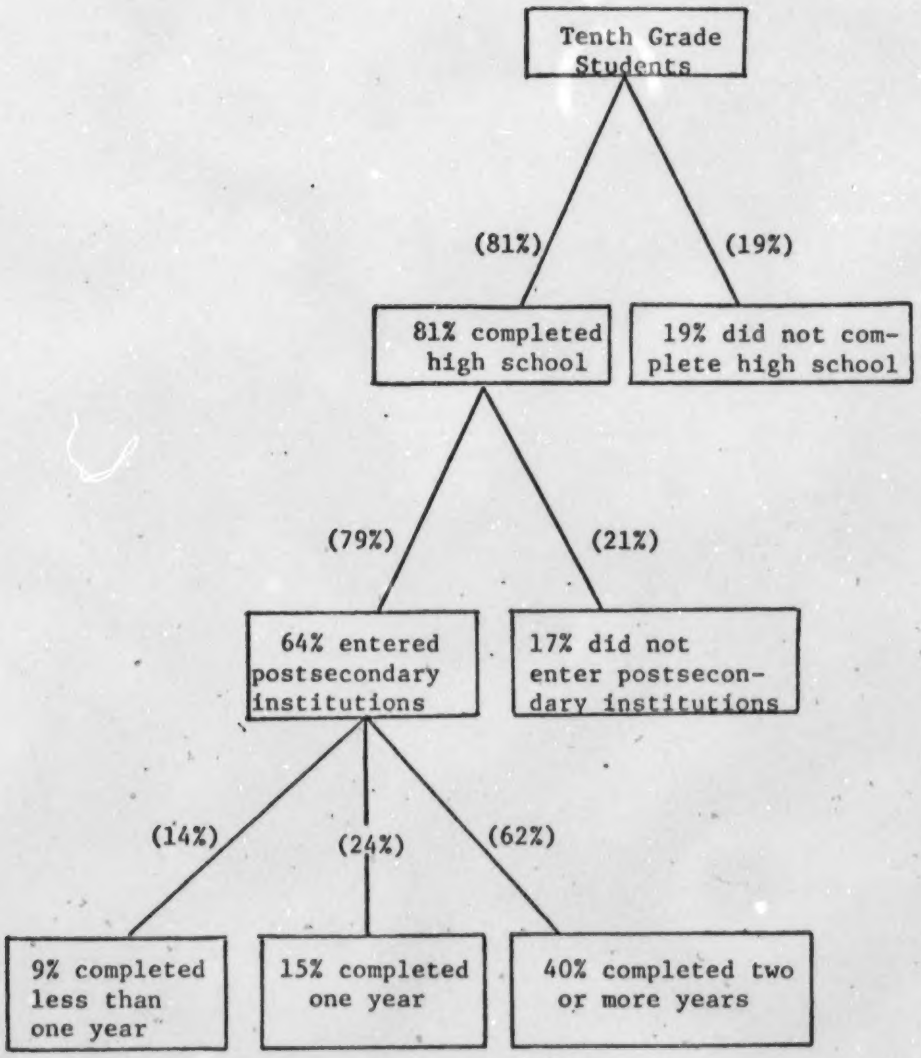

Figure 1

Composite of the Educational Progress of Upward Bound Participants

Nonparticipants

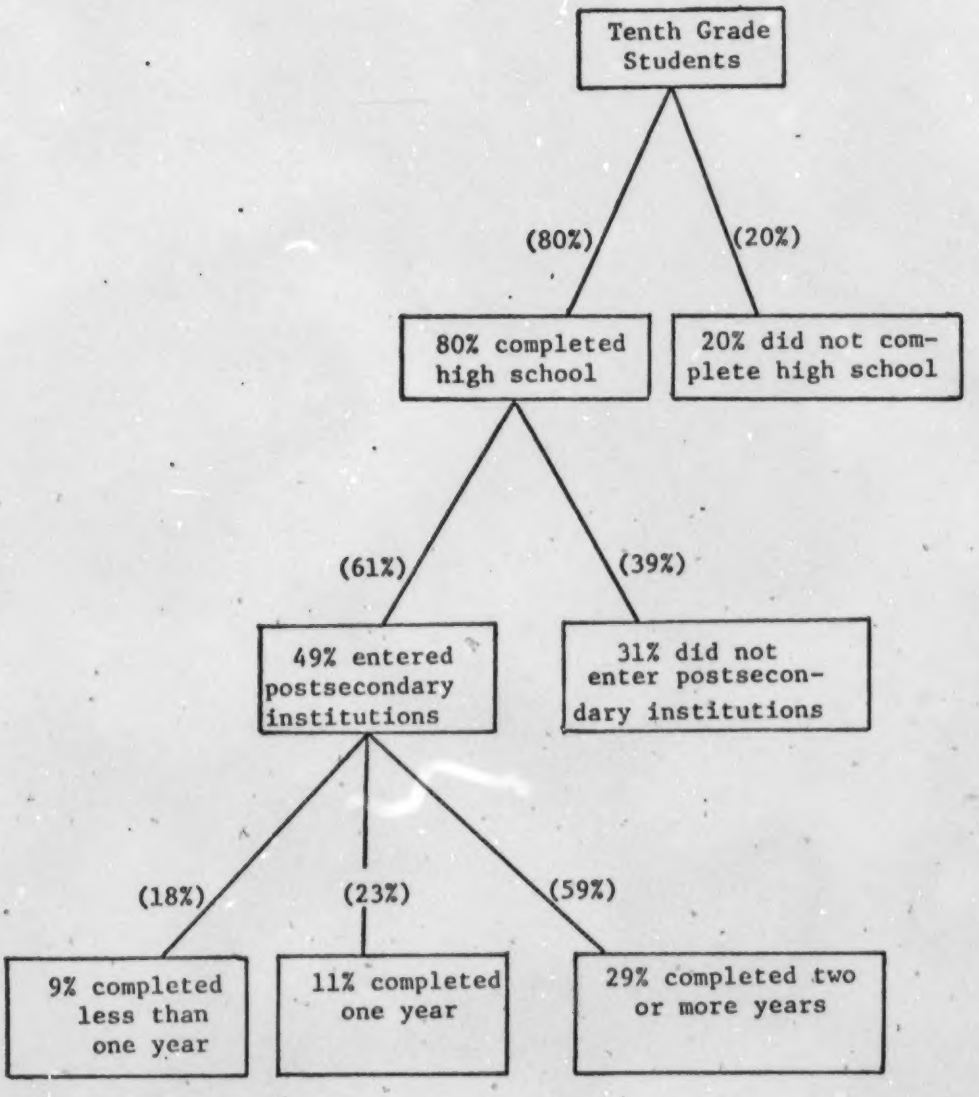

Figure 2

Composite of the Educational Progress of Nonparticipants

Within each of the three grades, the overall postsecondary entry rate for Upward Bounders was greater than for the nonparticipants. Among nonparticipants that completed high school, the entry rates were 49 percent, 58 percent, and 61 percent for the 10th, 11th and 12th grade cohorts. The comparable rates for participants were 64 percent, 73 percent, and 79 percent. Summarizing, the data from this research indicate that an Upward Bound group when compared to a non-Upward Bound group, attended postsecondary institutions at a higher rate. The next section will analyze the implications of counseling.

Counseling

Contemporary education has many deficiencies regarding the promotion of young people into adulthood with a full complement of mental skills and a practical method for dealing with the multitudinous kinds of situations that they will be exposed to later in life. One merely has to observe people in immediate environments to encounter many individuals who would not fare well in any measure of self-actualization. Surely, the mild to heavy neurotics would outnumber the "normals" that we encounter in our daily lives.

Because most of society has spent 12 or more years in school, we could certainly have been exposed to the development of confidence, assuredness, and self-actualization at early stages in our lives. However, the reality is that we did not gain exposure to these mental skills as part of our formal schooling. Conversely, many of us have attained these skills in spite of formal schooling, and we have had to unlearn what we spent so many hours, days, months, and years learning in those classrooms. There are many who would readily admit to the

unlearning process, while others cling to the notion that they were not retarded by formal schooling.

That schools may or may not be deliberately designed so as to regard the education of normally healthy individuals is really not the issue. The fact is, the schools are generally monstors, indifferent to individual need, often "constipated," existing year after year virtually unchanged in form and content. Often, it does not even matter who is in charge, there is little rejuvenescence. Blaming the schools or blaming the victims of schools is usually an exercise in futility, as arguments will be formulated for both camps. However, in the final analysis, the concern that must be addressed regards how many mentally healthy human beings evolve out of this educational process. When there is something wrong with society, the schools must accept some of the responsibilities for these ills, and there are many who would propose that schools should accept major responsibility along with family and government systems.

Therefore, the assailment upon the schools continues as many educators charge that schools do not address affective education and self-actualization of the person. At best, those who are most critical of the schools acknowledge a small cadre of teachers and counselors who apply the "human flavor" to their students. However, these individuals are viewed as making efforts beyond the call of duty and the teaching contract.

There is a need in our schools for courses in building self-confidence, avoiding self-defeating behavior and avoidance behavior,

developing personal communication skills, and learning psychological independence and functioning skills. There is a definite need to develop these skills and others that would enable a person to function effectively. However, for most schools there is a cognitively-based model for education, leaving many without the personal skills and knowledge, positive self-images, and self-assurance necessary for effective functioning within society. Indeed, remembering the philosophy of our school as it was written down, but not necessarily practiced, it probably contained a phrase such as: "Typical High School strives to promote the full development of the individual. We believe in assisting each student toward becoming a fully-functioning member of society by addressing each student's cognitive and affective needs." Often there is a need to determine how many fully-functioning school personnel actually exist in a particular school.

One of the areas where psychological independence could be developed is in the area of personal counseling and guidance. Once again, contemporary education has many deficiencies regarding the delivery of counseling services in school. It is widely known that the typical counselor-student ratio in most high schools is approximately 1-300, and that many students rarely have the opportunity to talk to their counselor for 10 minutes during the school year unless they are in trouble. Many students must make appointments months in advance in order to talk with their counselor, or else seek guidance elsewhere, with many lacking the initiative or self-assurance to take any action. Suffice it to say, there are countless students whose needs are not being met within the confines of our contemporary school systems.

Upward Bound programs have an opportunity to address the needs of individual students and enhance the development of the fully-functioning person. The next sections will attempt to show how these needs might be addressed through the counseling component of an Upward Bound program. In addition, the analysis will hopefully indicate means by which high school or pre-college program counseling components may be strengthened in the future.

The follow-up counseling phase.

The Upward Bound Program is a year-round program that includes a follow-up or regular school year phase and a summer phase. The follow-up counseling phase includes weekly-biweekly contact by a counselor with the individual students enrolled in the program. These contacts take place in school, community, home, or during student meetings with the participants, and are designed to monitor personal, familial, or school-related problems.

The follow-up counselor also engages in home visits with both student and parent or guardian in order to assess the role that the home environment plays in the development and guidance of the student. The counselor is in frequent contact with school personnel with whom the student has daily contact, such as teachers, school guidance counselors, administrators, and paraprofessionals. In this manner, the follow-up counselor attempts to monitor carefully both the cognitive and affective development of his or her assigned counselees.

The summer counseling phase.

The Upward Bound Program conducts a six-week summer phase of the year-round program on a college or university campus. The summer phase is a residential program with the focus upon the cognitive and affective development of adolescents. These domains are addressed vis-a-vis an academic program and a counseling program. The latter will be described.

The students involved in the program are high school and junior high school students from low-income environments, and minority groups such as Blacks, Hispanics, and Native-Americans. The counselor to student ratio is approximately 1-7. The females are assigned to female counselors, while male students are assigned to male counselors. The counselors are undergraduates from the host institution and have an orientation toward counseling as a career goal, as many are enrolled in counseling and guidance programs leading eventually to advanced degrees. The counselor position is the integral part of the summer program, as the individual counselors are responsible for the resolution of personal, social, and interpersonal difficulties of their counselees. The responsibilities of the counseling position also include the cleanliness of dormitory rooms, the adherence to class schedules, program activities, and the rules and regulations of the summer program. With the exception of some weekends and an occasional day off, the counselor is on duty 24 hours per day, with the most important aspect of the position being the opportunity to have an effect upon the personal development of the student because of the tremendous number of contact-hours spent with the student.

Because of the optimum possibilities for the counselor to assist in the development of the fully-functioning person, many summer programs are emphasizing research pertinent to counselor-training, microcounseling, and counseling of minority students. The next section will examine some of the literature in these areas.

Literature Review

Counselor training.

For several years, counselor training programs have changed as the times and the circumstances have changed. The trait and factor model of counselor education stressed that counselors look toward the interpretation of tests as a major aspect of their position. School settings were famous for the implementation of this model, and many still find comfort with this clinical-based approach. The change in times has seen the development of a proactive model involving additional role possibilities for the counselor which include those of human developer, psycho-socialeducator, change agent, and value clarifier. Many of the roles in the proactive model mean a more active role for the counselor, as opposed to waiting for referrals.

Unfortunately, students involved in counselor-training programs are at the mercy of those who design and implement the programs. Many assume that by the end of the training period they will have integrated the skills and knowledge necessary to become an effective

counselor. It is often an implicit assumption that the training program will develop the attributes that will enable one to become an adequate counselor in a chosen social service field. However, the state-of-the-art in the counselor-training arena is much like a jig-saw puzzle with many pieces not yet in place, as new models of training continue to develop and others continue through an evolutionary process.

Cormier, Hackney and Segrist (1974) conducted a comparative study of three counselor training models: T-group, behavioral skills, and discussion control. The T-group model was based upon the National Training Laboratories (NTL) training group, the behavioral group model utilized behavioral objectives for counselors, and the discussion control involved the discussion of counseling theories. The study concluded that prepracticum counselor-training resulted in the establishment of positive mental sets for counseling, and the perception of positive effects by the clients. However, no statistically significant differences we e found between the three treatment groups.

Ohlsen (1974) emphasized the need for counselor training programs with the development of supervision skills as an important aspect. Students in a practicum course were assigned to their own counseling cases and were also assigned to supervise other students, with the results of the experiences indicating an improvement in the counseling and supervision skills for all of the students enrolled in the course. Moracco (1977) emphasizes the need for counselors to learn consultant skills such as self-assessment in order to predict their own behavior

with respect to personal philosophy regarding counseling approaches, understanding group and organization psychology and change mechanisms, knowledge of group and individual recording systems and instruments to facilitate reliable feedback, and understanding of curriculum in order to develop remediation recommendations for the student. Additional studies that support the role of counselor-consultant have been described by Aubrey (1972), Christensen (1972), and Gallessich (1974).

Because of the increased emphasis upon competency-based counselor training programs, educators have become increasingly aware of the need to help counselors adapt specific communication skills. In this regard, Rosenthal (1977) developed a prescriptive counselor training approach utilizing Structured Learning Training (SLT) with high conceptual level (CL) and low conceptual level trainees. The SLT approach involved a sequential application of modeling, role playing, reinforcement, and transfer of training. CL is a personal characteristic measure based upon self-responsibility, independence, and the ability to generate concepts. The SLT approach was developed by Goldstein (1973), while the CL measure was established by Hunt (1970). A self-instruction and a standard guided-instruction of the SLT approach was utilized, with self-instruction more effective for high CL trainees as compared to low CL trainees. Guided instruction SLT proved more effective than self-instruction SLT for low CL trainees as compared to high CL trainees. Differences between the instructional approaches were not significant. These findings indicated that there is a need for multiple approaches to instruction and skill assessment.

Atkinson and Zimmer (1977) presented the need for portfolios that would be helpful for students involved in counselor training. The student portfolio would include material across five areas: experiential, content, skills, practicum, and contribution to the program. The experiential area would include non-classroom experiences that would enhance counselor growth and development. The content area would include documentation regarding the student's knowledge of counseling theory, institutional systems, current counseling issues, etc. The section on skills would include documentation of the attainment of process skills, professional-management skills, and evaluation skills. The practicum area of the portfolio would include information indicating that the student has integrated experience, content, and skills. Finally, the contribution to the program section would include documentation indicating that the student has contributed to both the development of the counselor training program and the education of the other students. The portfolio approach to counseling helps to identify general counseling areas while allowing the student to develop a unique approach to counseling. The portfolio training approach also indicates that: (a) there are no best ways to counsel, (b) counselor competencies are often confused with behavioral skills, (c) there is a need for creativity in counseling approaches, and (d) there is no "law of certainty" where counseling and psychological techniques are concerned, but rather a variety of techniques may be selected depending upon the situation and the circumstances.

Another area of investigation is the area of relationships between counselor training characteristics and counselor effectiveness. A major review of the literature in this area over the period 1960 to 1975, by

Rowe, Murphy and De Csipkes (1975) concluded that the investigations in this area should be abandoned because the results have been generally tentative, contradictory, and disappointing. There are those such as Graff (1970), Johnson and Noonan (1972), Joward and Jaffe (1970), and Truax (1964), who would disagree with these findings, but it is clear that there is a low consensus in the area of counselor training and counselor effectiveness.

Microcounseling.

Microcounseling (Ivey, et al., 1968) is an attempt to integrate the important aspects of the effective counseling relationship and the demands for competency-based counseling which involves assessibility and observation. The typical microcounseling format contains the following procedures:

1. A five-minute videotape of a counseling session between the counselee and the counselor. The counselee may be a volunteer while the counselor is the person receiving training.

2. The subsequent training of a specific counseling skill such as attending behavior. A programmed text and videotape are utilized to develop the skill as an expert is shown via the videotape, and the trainee views the first five-minute videotape for feedback purposes.

3. Another follow-up videotape for five minutes where the skills of the trainee are assessed.

4. Assessment of the second videotape, and reverting back to step 2 if necessary, depending upon how well the trainee has learned the particular skill.

The usual period for one trainee session is one hour, with another 30 to 40 minutes necessary for another training cycle. Recent studies by Haase and DiMattia (1970) and Ivey and Rollin (1972) have indicated that microcounseling techniques have been effective in small group

applications. Large group applications have been developed by Gluckstern and Ivey (1974) for classroom seminars, counselor training, counselor team training, Black/White counselor teams, teacher training, psychiatric workers, and social workers. The basic model of microcounseling included four major areas of clusters of skills. The first area included attending skills, questioning skills, eye contact, head nods, and short statements to help the counselee verbalize. The second cluster included selective listening skills, attending to key body, facial, and emotional expressions, paraphrasing and clarifying statements, and restatements. Another skill area included personal sharing, personal feelings, and sensitivity training. Finally, the early model included areas of interpretation which includes analysis, synthesis, and the providing of alternate meanings. Training formats, manuals, and programmed textbooks have been developed outlining microcounseling skills.

Toukmanian and Rennie (1975) compared microcounseling training against human relations training. Twelve undergraduates were assigned to each training group, with the human relations training group receiving training in Carkhuff's seven core counselor conditions as developed by Carkhuff (1969), Truax (1964), and Truax, Carkhuff and Douds (1964). The Ivey system of microcounseling as outlined earlier was utilized for a training group. The conclusion of this research indicated that the microcounseling group gained significantly more in empathy than the human relations training group.

Recent additions to the microcounseling model were incorporated by Ivey and Gluckstern (1976). These additions were behaviorally operationalized into the skill areas of concreteness, immediacy, confrontation, respect, genuineness, and positive regard. These areas are recognized as qualitative dimensions and are important features of microcounseling. Additional applications of microcounseling techniques (Ivey, 1971; Ivey and Allen, 1972; Ivey, 1973a and 1973b; Ivey 1974; Ivey and Gluckstern, 1974a and 1974b; Ivey, 1977; Lee, Ivey and Haase, in press) have been used for counselors and teachers in a variety of situations.

Microcounseling and Upward Bound

The Upward Bound six-week summer residential phase is the most intensive aspect of the entire program, and it seems apparent that counselors cannot merely be hired and expected to do the best they can because they are good people. A study conducted by Berenson, Carkhuff and Myrus (1966) and another investigation by Mitchell, Rubin, Bozarth and Wyrick (1971) indicated that resident hall counselors who received systematic counselor training developed significantly increased levels of counseling skills as compared to those who did not receive the training. Also, Scroggins and Ivey (1978) conducted a research program devised to increase the microcounseling skills of a residential counseling staff. The study concluded that microcounseling training can be effective in the development and maintenance of counseling skills, and that the students were being counseled more effectively.

Because of the apparent need for some form of counselor training

for Upward Bound summer counselors and the success of microcounseling, this type of counseling supplemented with other forms of counselor training such as the proactive model, should provide the means to develop a healthier residential hall environment. The Upward Bound residential halls are living and learning environments and the integral part of the summer phase. Therefore, the residential counseling staff is an important component within this environment, and it would seem that updated, effective counseling services are necessary to meet the needs of students that have been overlooked in the past.

Counseling ethnic minorities.

Many educators express the view that existing counseling techniques and strategies are sufficient and may be applied to all people regardless of race, sex, or socio-economic backgrounds. Conversely, another group of mental health professionals believes that the existing counseling models are evolved from the culture of middle-class White Americans and need to be modified in order to be effective with ethnic minorities. This latter group is gaining much support from counselors and paraprofessionals who are openly stating that their effectiveness with minorities could be improved if they received a practicum course on some form of counselor training in the areas of counseling Blacks, Hispanics, Asian-Americans, Native-Americans, and other non-White populations. Research by Sue, Allen, and Conaway (in press), Sue and McKinney (1974), and Sue, McKinney, Allen, and Hall (1974) indicated that Asian-Americans, Blacks, Chicanos, and Native-Americans terminated counseling after one session at a 50% rate, as compared to a 30%

termination rate for Whites. Many other mental health professionals have conducted research in the area of racial or ethnic barriers to effective counseling, involving Carkhuff and Pierce (1967); Padilla, Ruiz and Alvarez (1975); Ruiz and Padilla (in press); Smith (1973); and Sue (1975).

Counselors who are different from their couselees in terms of race and culture are more likely to encounter the danger of mutual mistrust, misunderstanding, and confusion about the counselee's responses. Because counseling is a process of interpersonal interaction, the counselor and the counselee must be able to send and receive verbal and non-verbal responses. These communications must not break down because normal problems in communications have become exacerbated along racial and cultural background differences. Misunderstanding often leads to alientation and a breakdown in counselor and counselee trust-relationships that result in a termination of the effectiveness of the counselor.

Counseling Black students.

Many Upward Bound programs have large percentages of Black students, indicating a need for an examination of the appropriate approaches for the most effective counseling of Blacks. The research findings by Harber (1973), Lefkowitz and Baker (1971), and McGrew (1971), indicate that direct action-oriented approaches to counseling Black high school students is the favored method. Morgan (1971), and Workman (1974) have reported that a behavioristic approach

to counseling Blacks has proved to be more effective as compared to a humanistic approach. Many others have recommended different approaches, ranging from microteaching strategy developed by Allen and Ryan (1969), to group counseling methods. There is a low consensus among social scientists regarding the most effective counseling approach for Black students. However, some conclusions, recommendations, and implications may be teased out from the plethora of literature in this area.

The research has indicated that counselors need to indicate empathy and understanding during the initial sessions with the Black counselee. Further, this empathy has the potential for negating the difference in race between a counselor and a counselee. That is, a White counselor may be more effective if he or she indicates a high degree of empathy with the Black counselee. Another implication revealed by the literature is that Black counselors are more effective in counseling Black students. However, this dimension usually depends upon how well the counselor understands Black language and culture, and the commitment of the counselor to the counselee, rather than depending upon or being a function of race. In-service training would be helpful in the area of understanding culture for non-Black counselors involved in the counseling of Black students. Further, it is imperative that all counselors realize that not all Blacks are the same, just as not all Whites are the same, and that important individual differences exist. The most important aspects of the literature on counseling Blacks appear to be providing empathetic understanding, an understanding of language and culture, a respect for the counselee, and an understanding of society.

Counselor training for those who will be counseling Black students should be directed toward meeting the specific needs of the student. However, these needs cannot be met if the focus is only upon the Black culture. The Black culture is a sub-culture of society and cannot be understood in a vacuum. The implications of racism, job discrimination, and the aspects of middle-class values are major aspects of the Black culture. If these aspects are divorced from Black culture, then one cannot fully understand and counsel Black students.

Counselors who will be counseling Black students should be trained in all aspects of counseling, and not merely utilize those methods and techniques they feel comfortable using or that fit their personalities. Counselors should employ techniques that are empathetic and supporting, but should also utilize methods that are directive or even confrontive. Quite often, Black students want and need immediate results, and many times urgent problems demand the use of confrontive methods of counseling.

Counseling within the Western paradigm

Counseling has long been considered a White, middle-class activity whether the counseling occurs in a therapist's office or the guidance department of a high school. There are major characteristics of counseling that are sources of conflict for Black and other ethnic minority groups. One of these characteristics is the expectation that counselees will be open with their feelings and possess a certain level of sophistication. Most of the theories of counseling place high premiums upon verbal and behavioral expressions on the part of the counselee. Often, counselors even expect their counselees to have

insight and a rational explanation for some behavior that is not acceptable. This leads to another major characteristic of counseling that is a source of conflict for minority groups, and this is the intimacy expected of counselees as they are expected to share the most personal aspects of their lives. There is an interface between the social and economic background of low-income students, where there is a reluctance to share feelings as "only the strong survive" is a typical attitude. Another major problem area involves the theoretical bases of many counseling approaches, where the structural situation is such that the counselee is supposed to generate most of the communication, while the counselor listens and responds.

Other characteristics of counseling that might cause confusion and problems for minority groups are: (a) emphasis on long-range goals; (b) the implicit assumption of a distinction between physical and mental health; (c) the emphasis on cause and effect relationships; (d) cultural and class values that govern conversation; (e) the use of standard English; (f) a strong belief in the superiority of achievement, arts, language, and religion of the White American; (g) a belief in the inferiority of different cultural achievements; (h) attempts to impose the standards and beliefs of the dominant group upon the minority group; (i) the implication that because minority people are different, they are deviant and pathologically sick; (j) the differences in the use of personal space among cultures; (k) the differences in the use of eye contact among cultures; (l) body contacts such as handshakes, kisses, and bowing that differ across cultures; and (m) the interpretation of periods of silence by different cultural groups.

Implications for the Upward Bound Counselor

The majority of Upward Bound counselors work with people from minority backgrounds and must therefore take into account the factors of race, social class, language, and verbal and non-verbal communications. These factors should be considered carefully by the counselor regardless of the race of the counselor, and the following suggestions should be considered specifically by Upward Bound counselors:

First, the counselor must carefully examine his or her theoretical and practical approaches to counseling. These approaches must include an understanding of minority culture and experiences and a knowledge of the major characteristics of counseling that are sources of conflict for minority students.

Second, the counselor must be aware that counseling practices for minority groups lack a clear consensus of agreement as to the best approach. This includes an awareness of the variety of counseling approaches and the lack of direction that exists in the counseling arena. Many of the problems are related to an overabundant concern for developing still another new method or technique of counseling.

Finally, the Upward Bound Counselor must be an action-oriented person and one who will initiate counseling and attempt to deal with problems quickly and efficiently. The counselor must be flexible enough to use the methods and techniques that might best suit not only the cultural group but the individual counselee. There is no one particular counseling method that is appropriate for all groups or all individuals. The counselor who subscribes to such a notion would do the counselee and the counseling field a disservice.

Some Conclusions Regarding Upward Bound Programs

A decade ago one could gain acknowledgement by stressing that education for the underachiever was a problem, and a critical analysis of Upward Bound programs would have been appropriate. However, after critiques in this area have become fashionable, it has become essential that enthusiasm for successful projects be allowed to complement the critiques. This is not to imply that weaknesses and limitations do not exist in Upward Bound programs, and that the programs have found all of the answers to the pressing problem of educating the disadvantaged. To suggest that Upward Bound programs supply all of the answers for the youngsters of low-income, lower social status, and ethnic minority groups, is an invalid conclusion. However, tremendous gains for these populations have been achieved through Upward Bound programs regarding the upgrading of the educational achievement of these youngsters.

Even though educators do not currently have all of the answers as to how to best educate the disadvantaged, we can utilize the practices and ideas that have been proven successful, while pursuing additional answers. The presence of disadvantaged youth in school systems, the demands of the communities, the concerns of parents, and our increasing complex technology, demand that we utilize the best practices available as we seek improvement. Upward Bound, over thirteen years of program operation, offers several ideas and practices that have proved successful, or show promise, regarding the education of disadvantaged youngsters.

1. Effective teaching - The literature available indicates that there is no substitute for effective approaches to teaching.

The teachers and the methods judged to be successful are those which were developed to address special needs and a variety of learning styles. Some teachers have designed a wide range of instructional methods and techniques through which knowledge has been communicated effectively to Upward Bound students.

2. Effective counseling - There are multiple approaches to counseling disadvantaged minority group students as indicated in the review. However, the most promising trends give emphasis to:

   a. Understanding minority culture and experiences.

   b. Understanding theoretical and practical approaches to counseling.

   c. An action-oriented approach to counseling.

   d. Flexibility regarding various counseling methodology.

3. Staffing - There are several guidelines to Upward Bound staffing that have proved to be effective.

   a. Selecting teachers that have good basic backgrounds in their respective discipline, combined with good instructional skills. In addition, some appreciation for the student cultures is necessary.

   b. Selecting counselors that possess an orientation toward counseling as a profession, and the ability to tutor in some academic disciplines.

   c. Utilizing a wide variety of supportive staff which includes social workers, educators, psychologists, community organizers, remedial specialists, guidance counselors, career specialists, and paraprofessionals.

4. Student and parent involvement - Increasing parental involvement in school activities and home-based learning experiences is essential toward inspiring student motivation. Upward Bound programs

have also generated parental enthusiasm for cultural days, career days, and other program functions.

5. Peer tutoring - Some Upward Bound programs have used peer tutoring quite successfully, with gains in academic achievement and social adjustment for both the tutor and tutee.

6. Diagnosis and remediation of learning disabilities - Careful diagnosis is critical with respect to defects in reading, writing, or psycho-educational disorders. After diagnosis, prescription and remedy must be sequenced. Good Upward Bound programs include or have access to diagnostic testing utilizing appropriate staff and facilities.

7. Task specific grouping - Presentation of certain learning tasks to homogeneous groups of students facilitates mastery. Upward Bound programs should attempt to group students according to the nature of the learning task.

8. Financial assistance - Many Upward Bound administrators have recognized the need for providing stipends ranging from $20 to $30 per month for pocket money. These stipends can be used as a tool to increase school attendance and program participation.

New directions.

Dr. Joseph's prediction in 1967 that Upward Bound would simply be remembered as another poverty program that failed, has yet to materialize. The Upward Bound program at the University of Massachusetts has recently celebrated a 13th year of operation, as have many other programs on various campuses across the nation. Much of the success of the UMass program can be attributed to university support and the fact that

Upward Bound has been a "feeder" program to the other special programs on campus such as The Collegiate Committee for the Education of Black Students (CCEBS), and the Bilingual Collegiate Program (BCP).

However, Upward Bound and other compensatory approaches to the education of the disadvantaged will not suffice alone to cope with the additional demands and tasks which rapid social and technological changes imposed upon our youngsters. Programs must continue to provide the best possible services, but must also define the educational goals which might be appropriate for tomorrow. New directions and goals must be charted to maximize the education and the opportunities for our young people.

A society which approaches education with these concerns might give attention to several specific educational goals. One of these is a renewed commitment to the mastery of basic competencies. The interest in basic or minimal competency has been fueled by the concern that far too many high school graduates are seriously deficient in the basics required to be able to function in our society. Some states have passed legislation mandating minimum competency programs at state and local levels. Other state boards of education and local school districts have launched the initiatives to improve student performance.

Most educators agree that a high school education should mean more than a recognition of attendance and social elevation to the next grade. Some educators favor setting a minimum level of competency in reading, language skills, and mathematics skills at certain grade levels. Others favor a set of survival skills such as the ability to read application forms, follow directions in a manual, and deal with bank

statements. Several school districts have incorporated both competency levels and survival skills into their graduation requirements. Table 1 presents the current status of state activities.

College and universities are also responding to the general concern over the lack of basic skills on the part of high school students. Across the nation, college requirements are stiffening regarding the acquisition of writing, reading and math skills. Laboratory-type courses in these disciplines are being developed and introduced on many campuses. New techniques and methods are also being employed on a large scale in order to upgrade the basic skills.

Clearly, basic skills assessment must be a concern for Upward Bound programs if they are to keep pace with the widespread interest in this area. New directions are being charted as 36 states are either planning or operating minimum competency programs, and another 11 states are studying programs. At the National Association of Secondary School Principles/U.S. Office of Education Conference on America's Secondary Schools, held in April, 1976, a task force was organized to develop a set of competency requirements in communications skills, mathematics, and American History as conditions for receiving a high school diploma. The task force is currently attempting to resolve disagreements on the topic. The Education Commission of the States, and the National Institute of Education are planning several regional workshops on Minimal Competency Testing. Assistant Secretary for Education, Dr. Mary Berry, has recommended that the Department of Health, Education and Welfare, and the National Institute of Education develop a voluntary standardized national basic skills competency test

for reading, writing and arithmetic at various grade levels. She expressed concerns about standardized testing, but felt that the problems that usually accompany these tests, such as biases toward a certain culture or group, could be overcome. Whatever the outcome of the Berry recommendation, many journal articles and many major professional organizations are focusing upon basic skill assessment. Upward Bound program staff need also stay tuned to the widespread interest in this topic, as it is clearly a "new direction" that many educators are charting and developing.

TABLE 1

State Activity Relating to Minimum Competency Programs

Note: Activity is state-level, or district-level as defined by the state

UNDER STUDY	PLANNING	SBE SDE	L	EXPERIMENTAL OR OPERATING PROGRAMS	SBE, SDE	L
Alaska	Alabama	X		Arizona	X	
Hawaii	Connecticut	X		California		X
Illinois	Delaware	X		Colorado		X
Indiana	Kentucky	X		District of Columbia	X	
Iowa	Massachusetts	X	P	Florida		X
Kansas	Minnesota		P	Georgia	X	
Mississippi	New Mexico	X		Idaho	X	
New Hampshire	North Carolina		X	Louisiana		X
Oklahoma	North Dakota		P	Maine		X
Rhode Island	Ohio	X	P	Maryland		X
West Virginia	South Carolina	X	P	Michigan	X	
	Tennessee	X	P	Missouri	X	
(11)	Texas	X		Nebraska	X	
	Utah	X		Nevada		X
	Washington		P	New Jersey		X
	Wisconsin	X		New York	X	
Arkansas, Montana, South Dakota and Wyoming have no plans for minimal competency activity.	(16)			Oregon		X
				Pennsylvania	X	
				Vermont	X	
				Virginia		X
				(20)		

KEY: L - legislative action taken
P - legislation pending
SBE - state board of education action taken
SDE - state department of education action taken

Source: Data from Educational Testing Service (ETS) information report: "Basic Skills Assessment Around the Nation," September 1977, page 5.

REFERENCE NOTES

1 See Title IV of the Amended Higher Education Act of 1965.

2 Statements by Dr. Leonard H. O. Spearman, Director, Division of Student Support and Special Programs, Bureau of Postsecondary Education, U.S. Office of Education, Dept. of H.E.W. Before the Special Subcommittee on Education, Committee on Education and Labor, U.S. House of Representatives, July 13, 1974, Table 9.

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